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ABSTRACT

The purpose of this inservice package is to meet the immediate, short-range need for training vocational educators to serve limited English proficient (LEP) students effectively. It is designed to be presented by professionals who provide inservice training as a 2-day workshop or as several shorter workshops. Introductory materials include responsibilities of the facilitator and a list of materials. The content of the workshop is divided into an introduction, five units, and closing. Components of each unit include total time; objective; list of handouts; list of other materials needed; list of resources; and activities. Units cover these topics: orientation to vocational education for LEP students; materials and resources; collaboration; assessment; and learning activities. All handouts are collected in one section. A list of 21 selected resources is appended. (YLB)

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PREPARING VOCATIONAL EDUCATORS TO SERVE LEP STUDENTS: AN INSERVICE PACKAGE

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INTRODUCTION

The purpose of this inservice package is to meet the immediate, short-range need for training vocational educators to serve limited English-proficient (LEP) students effectively. The intended audience for the workshop includes vocational teachers, counselors, paraprofessionals, bilingual educators, ESL teachers, and administrators who currently work with LEP vocational students or who expect to be in the near future. This package, intended for professionals who provide the inservice training, is designed to be presented as a two-day workshop or as several shorter workshops.

Responsibilities of the Facilitator

Although presenting the workshop may seem like the most obvious and important responsibility, in reality, the most critical role the facilitator can play is to plan. Planning includes arranging well in advance for promoting the workshop; preparing and ordering materials and supplies; checking facilities, equipment, and refreshments; and rehearsing with co-facilitators. **It is strongly recommended that the facilitator become very familiar with the contents of each of the selected resources listed at the back or engage a consultant who has expertise in bilingual vocational education.**

Materials

Specific materials needed for individual activities are listed with that activity. However, you should also have the following general materials on hand:

- More than enough handouts for all participants
- A flip chart and newsprint
- Large felt-tip pens
- Masking tape
- Pens, pencils, paper
- Name tags
- Extra bulbs for projectors
- Scissors
- Chalk

For more information on conducting workshops, read the Workshop Workbook, Macomb, IL: Curriculum Publications Clearinghouse, Northern Illinois University, 1986.

WORKSHOP INTRODUCTION

Total Time:	40 minutes
Objective:	To introduce the workshop
Handouts:	1. List of workshop objectives 2. Workshop agenda 3. Get-Acquainted Bingo
Other Materials:	1. Notes on accessing restrooms, water fountains, exits, beverage machines, a public telephone, and eating establishments. 2. A prize

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A. Welcoming Remarks — 10 minutes

Words of greeting usually come from between one and three persons. They may come from workshop sponsors (e.g., district-level administrators or project directors) or building administrators (i.e., a principal). They are an excellent opportunity for the person who organized the workshop to introduce his or her "boss". Presentations of welcome should, above all, be brief and uplifting.

B. Workshop Objectives and agenda — 10 minutes

Distribute or refer to the list of objectives and agenda. Read the objectives aloud and show where each of the objectives will be addressed in the agenda. Ask if there are any questions about the objectives of the workshop or the schedule. Explain that time schedules will be strictly honored and that punctuality is very important.

C. Facilities — 5 minutes

Tell participants where they can find restrooms, water fountains, smoking area, telephone, eating establishments and any other important facilities. Have this information prepared on a note card before the workshop begins.

D. Get-Acquainted Bingo — 10-20 minutes

Give each participant a Get-Acquainted Bingo sheet. Have them stand, go around the room and introduce themselves to each other by signing their names in a box in each other's sheets. Tell them that the first person who fills every box with participants' signatures should shout, "Bingo." That person will receive a prize. Encourage participants to stand, move around the room, and get involved.

UNIT ONE

ORIENTATION TO VOCATIONAL EDUCATION FOR LEP STUDENTS

UNIT ONE

ORIENTATION TO VOCATIONAL EDUCATION FOR LEP STUDENTS

Total Time: 2 hours, 15 minutes

Objective: Explain the basic terms, philosophies, issues, and practices related to vocational education for limited English proficient (LEP) persons.

Handouts:
1. Bilingual Vocational Education Quiz
2. Bilingual Vocational Education Terminology
3. Terminology Puzzle
4. The BVT Model
5. Filmstrip Assignment Sheet
6. How VESL Differs

Other Materials:
1. Filmstrip: "Vocational Training for LEP's: Ten Tips for Teachers." Available from Meridian Education Corporation, Bloomington, Illinois.
2. DuKane projector
3. Sample bilingual promotional materials
4. Sample ESL grammar text
5. Sample ESP text
6. Sample prevocational ESL text

Resources:

1. Bradley, C., and Friedenberg, J. Teaching Vocational Education to LEP Students. Bloomington, IL: Meridian Education Corporation, 1988.

2. Bilingual Voc Ed. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1988.

3. Friedenberg, J., and Bradley, C. A Handbook for Vocational ESL. Bloomington, IL: Meridian Education Corporation, 1988.

4. Questions Frequently Asked about Vocational Education. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1987.

A. Bilingual Vocational Education Quiz — 30 minutes

Distribute or refer to the quiz and allow participants about 10 minutes to complete it. When reviewing the answers, provide opportunities for discussion and additional background information. Correct answers are:

(A) 1. d--34 million
2. b--the U.S.
3. a--1500's
4. a--Southeast Asia
5. d--all of the above
6. over 60 percent

(B) 1. True
2. True
3. True
4. True
5. True
6. True

Resources:

1. Bilingual Voc Ed. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1984.

2. Questions Frequently Asked about Vocational Education. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1987.

B. Bilingual Vocational Education Terminology 30 minutes

Distribute or refer to the handout, "Bilingual Vocational Education Terminology." Briefly review the meanings of the 15 terms. Spend about a minute on each. Then distribute or refer to the Terminology Puzzle. Allow participants about 10 minutes to complete the puzzle and then review the answers. Participants may work individually or in small groups.

Resource:

1. Bradley, C., and Friedenberg, J. Teaching Vocational Education to LEP Students. Bloomington, IL: Meridian Education Corporation, 1988.

C. The BVT Model 30 minutes

Distribute or refer to the handout, "The BVT Model." Discuss each of the components of the model and provide examples for approximately 3-5 minutes.

Resource:

1. Friedenberg, J. The Condition of Vocational Education for LEP Persons in Selected Areas of the United States. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1987.

D. Break 15 minutes

E. Filmstrip 20 minutes

Distribute or refer to the filmstrip assignment sheet. Quickly review the items on the sheet. Show the filmstrip. Participants should fill in the sheet while viewing the filmstrip. It is usually unnecessary to review the answers afterwards.

Resource:

1. Bradley, C., and Friedenberg, J. Vocational Training for LEP's: Ten Tips for Teachers. Bloomington, IL: Meridian Education Corporation, 1988.

F. VESL Training for LEP's 20 minutes

Distribute or refer to the handout, "How VESL Differs." Provide a two-minute lecturette on each of the four types of ESL. Then allow participants 5 minutes to complete the practice. Review the answers. Correct answers are:

1. E
2. V
3. S
4. E
5. V
6. S (sometimes V)
7. P
8. P
9. V
10. P (sometimes V)

Resource:

1. Friedenberg, J., and Bradley, C. A Handbook for Vocational ESL. Bloomington, IL: Meridian Education Corporation, 1988.

UNIT TWO
MATERIALS AND RESOURCES

UNIT TWO

MATERIALS AND RESOURCES

Total Time: 2 hours, 45 minutes

Objective:

1. Identify national resources that provide free or low cost information or literature related to LEP vocational students.
2. Identify companies that publish or distribute materials for LEP vocational students.
3. Identify human resources who can help you serve LEP vocational students more effectively.
4. Evaluate the appropriateness of vocational materials for LEP students.
5. Modify vocational materials for LEP students.

Handouts:

1. Modifying Materials in English
2. Resources

Other Materials:

1. A list of at least 5 national Centers and Clearinghouses that provide low-cost information related to LEP vocational students. Some recommended Centers and Clearinghouses:
   - The National Center for Research in Vocational Education, Columbus, OH
   - The National Clearinghouse for Bilingual Education, Wheaton, VA
   - The Center for Applied Linguistics, Washington, DC
   - National Council for La Raza, Washington, DC
   - ERIC Clearinghouses
   - Vocational Research Institute, Philadelphia, PA
2. A list of at least 3 professional associations related to LEP vocational students. Some recommended associations are:
   - The American Vocational Association (AVA)
   - Teachers of English to Speakers of Other Languages (TESOL)
   - National Association of Vocational Education Special Needs Personnel (NAVESNP)
   - National Association for Bilingual Education (NABE)
3. A list of companies that publish or distribute materials for LEP vocational students. Some recommended companies are:
   - Delta Systems Publishers, Dundee, IL
   - Bilingual Publications Company, New York, NY
   - Scott, Foresman and Company, Glenview, IL
   - National Textbook Company, Lincolnwood, IL
   - Meridian Education Corporation, Bloomington, IL
4. A list of local resources that can help serve LEP vocational students.
5. Brochures and catalogues from each of the places on the four lists.
6. Sample vocational textbooks.
7. Sample modified vocational materials. (See samples, p. 21-22 Instructional Materials for Bilingual Vocational Education.)
8. Evaluation checklist, p. 23-35 Instructional Materials for Bilingual Vocational Education.

Resources:

1. Friedenberg, J., and Bradley, C. Instructional Materials for Bilingual Vocational Education. Englewood Cliffs, NJ: Prentice-Hall Publishers, 1984.

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A. Get Acquainted with Human Resources 20-30 minutes

Have participants pair up by choosing one of the persons in the room whom they know least well. Have members of pairs interview one another for 3-5 minutes (each) and find out the following kinds of information:

- Person's name
- The person's job and place of employment
- The kinds of LEP students the person works with
- The person's wildest dream

After the interviewing is finished, have participants introduce their new friends to the entire group. Introductions should take about 30 seconds each. After the activity is over, tell participants that each of their new friends is a potential source of expertise, a human resource, for helping them serve LEP students more effectively.

B. National Resources 30 minutes

Distribute or refer to the lists and briefly discuss each of the centers, associations, and companies on the lists. Distribute literature from each.

C. Local Resources 15 minutes

Distribute or refer to the list and describe and discuss local resources. If possible invite local representatives of these agencies to make brief presentations and distribute literature.

D. Break 15 minutes

E. Evaluating and Modifying Materials 60 minutes

Refer to the Evaluation Checklist in Chapter Three of Instructional Materials for Bilingual Vocational Education and follow these steps:

1. Conduct a brief large-group discussion of what you first must know about your LEP students before you can evaluate and modify materials for them. If participants have a copy of the evaluation checklist, have them take notes in the small box, "Brief description of students." (About 5 minutes.)

2. Review items 1-5 (language) on the checklist but tell participants you will discuss the suggested modifications later. (About 1 minute.)
3. Review items 6-9 (bias). Have participants informally brainstorm suggested modifications to eliminate bias (and take notes in the appropriate box if they have a copy of the checklist). (About 5 minutes.)
4. Review items 10-18 (content) and have participants brainstorm suggested modifications. (About 5 minutes.)
5. Review items 19-20 (physical appearance) and have participants brainstorm suggested modifications. (About 4 minutes.)
6. Return to "Suggested Modifications in Language." Refer to the sample modifications also provided in Chapter Three of Instructional Materials for Bilingual Vocational Education. First review the example modifications that use the native language. Next, refer to the example modifications that simplify English. Distribute or refer to the handout Modifying Materials in English and have participants complete it. Review the correct answers and emphasize the fact that any of the modifications on the list would have been appropriate. Correct answers are: 2, 3, 4, 5, 7, 8, and 10. (About 15 minutes.)
7. Have participants work in small groups. Make sure each small group has access to the evaluation checklist. Give each group a vocational textbook to evaluate. Allow them about 15 minutes to evaluate the book. Have a group leader (for each small group) prepare a one-minute oral report on the four aspects of the textbook that were evaluated (language, bias, content, physical appearance). Have the leader for each group present the report. (About 25 minutes.)

UNIT THREE
COLLABORATION

UNIT THREE

COLLABORATION

Total Time: 2 hours and 15 minutes

Objective:
1. Explain the importance of and steps to collaboration between VESL and vocational teachers.
2. Describe at least 3 things you can do to help assure successful collaboration with a VESL (or vocational) teacher.
3. Participate in a joint lesson planning meeting with a VESL (or vocational) teacher.

Handouts:
1. Get Acquainted Bingo #2
2. Collaboration: VESL
3. Initial Collaborating Conference Questionnaire
4. Sample planning sheet
5. Planning sheet
6. Ten steps to collaboration

Other Materials: From The Handbook for Vocational ESL:
*1. Steps in Collaborating (pp. 29-30)
*2. Samples A-E (pp. 34-37)
*3. Operation Sheet (p. 39)
4. A prize

Resources:

1. Friedenberg, J., and Bradley, C. A Handbook for Vocational ESL. Bloomington, IL: Meridian Education Corporation, 1988.

*For permission to reproduce these, contact the publisher.

A. Get Acquainted Bingo #2 — 15 minutes

Distribute or refer to the Get Acquainted Bingo #2 sheet. Have participants get up, go around the room, and look for persons who can meet the characteristics in the bingo boxes. Participants may sign each other's sheets only once. The first participant to have every box signed shouts, "Bingo," and wins the prize. After participants are seated, read each characteristic from the sheet and have all participants who could have signed, raise their hands.

B. Why Collaborate? — 15 minutes

Have students take out a piece of paper. Give them exactly two minutes to brainstorm and write down all the things that a vocational teacher can offer a ESL teacher to help the ESL teacher work more effectively with vocational students. After two minutes, have participants informally verbalize the items on their list while you write all of them on a chalkboard or on newsprint.

Next, repeat this activity but this time, have participants write down all the things a VESL teacher can offer a vocational teacher to help him or her work more effectively with LEP students.

C. Steps to Collaborating 15 minutes

Refer to pp. 29-30 of A Handbook for Vocational ESL and have participants read it silently. Then refer participants to samples A, B, and C (pp. 34-37) and explain that these are examples of the notes an ESL made on vocational materials in order to plan the VESL lesson. Next, refer participants to the operation sheet on p. 39 and the handout Collaboration: VESL. Give them about 5 minutes to do the activity on the handout.

Possible answers are: 1, 3, 5, 7, 8.

D. The Collaborating Conference 45 minutes

Explain to participants that in order for the BVT Model to work, V/ESL and vocational teachers must work collaboratively. This activity will address the interpersonal aspect of having a positive and successful collaborative relationship. (About 5 minutes.)

Next, break participants into small groups and distribute or refer to the handout The Initial Collaborating Conference. Have the small group leaders help the groups address the three questions on the handout and record all the answers either on the sheet or on a large piece of newsprint to be taped on the wall. (About 20 minutes.)

Have each leader give a group report. (About 15 minutes.)

E. Break 15 minutes

F. Collaborating Activity 30 minutes

Distribute or refer to the sample joint planning sheet. Review this with participants carefully. Discuss with participants the differences between vocational and ESL teaching and evaluation methods.

Distribute or refer to the blank joint planning sheet and the handout Ten Steps to Collaboration.

Have participants choose a task (or assign them one) and fill out the planning sheet in small groups by following the ten steps. Be sure that each group has at least one ESL and one vocational instructor.

UNIT FOUR
ASSESSMENT

UNIT FOUR

ASSESSMENT

Total Time: 45 minutes

Objective:
1. Identify at least 2 commercially available assessment instruments appropriate for LEP vocational students.
2. Conduct at least 2 informal English proficiency tests.

Handouts:
1. Testing LEP Vocational Students
2. Two simple ways to rate oral proficiency in English
3. The Cloze Technique

Other Materials:
1. A dictation drill in a foreign language prepared on note cards
2. Sample assessment instruments
3. Tape of an oral interview with an LEP student
4. Tape player

Resources:

1. Friedenberg, J., and Bradley, C. A Handbook for Vocational ESL. Bloomington, IL: Meridian Education Corporation, 1988. (Chapter 7)

2. Bradley, C., and Friedenberg, J. Teaching Vocational Education to LEP Students. Bloomington, IL: Meridian Education Corporation, 1988.

A. Dictation Exercise 20 minutes

Prepare a brief dictation in a language that will be unknown to participants. Ask participants to take out paper and prepare to write. Read them the following instructions:

> This is a test of your ability to comprehend and write down orally presented material. It is a dictation task. You will hear a passage read aloud three (3) times. The first time it will be read at a conversational speed. Just listen and try to understand as much as you can. The second time, the passage will be read with pauses, for you to write down what you hear. The third time you will hear the same passage without pauses while you check what you have written down. You should write exactly what you hear.

Next, read them your brief dictation according to the instructions.

After the dictation is over, ask participants how they felt. While some participants find this dictation an enjoyable challenge, others may find it silly, frustrating, or even irritating. Thus, there will be a variety of reactions and responses. Remind participants how LEP students must feel when they cannot understand the language of the classroom

Next, explain the benefits of dictation and how to administer and score a dictation exercise:

> Dictation is an excellent way to measure how well students understand spoken English (or Russian).
>
> - In fact scores on dictation tests correlate highly with scores on full-length overall English proficiency tests.
> - They are very easy to administer.
> - They are easy to score.
> - Not only do they assess general ability to comprehend, but they are an excellent diagnostic tool.
> - They can easily be job-related.
> - They should be 50-100 words long.
> - Give 1 point for each correct word.
> - Read 3 times--no repeating.
> - Spelling errors are rarely counted.
> - Pronunciation errors are not counted.
> - Only errors that show a lack of understanding.

B. Assessing Vocational Interest and Aptitude 5-10 minutes

Refer participants to the handout Testing LEP Vocational Students. Review the information related to vocational interest and aptitude and, if possible, distribute sample instruments.

C. Assessing Language Proficiency 20 minutes

Refer participants to the handout Testing LEP Vocational Students. Follow these steps:

1. Review information on English language proficiency. when discussing examples of listening/speaking, distribute or show sample instruments.

2. Refer participants to the handout Two Simple Ways to Rate Oral Proficiency in English. Review the first rating scale. Play a tape of an oral interview with an LEP person. Have the participants rate the proficiency level of the person on the tape.

3. Review reading and writing tests. Distribute or show samples. Refer participants to the handout The Cloze Technique. Have participants fill out the handout.

4. Review information on the rest of the handout Testing LEP Vocational Students.

UNIT FIVE
LEARNING ACTIVITIES

UNIT FIVE

LEARNING ACTIVITIES

Total Time: 1 hour

Objective: Conduct at least three new learning activities that you can use with LEP students.

Handouts:
1. Micro-ESL
2. How to Make a Crossword Puzzle
3. The refrigerant cycle crossword

Other Materials:
*1. From A Handbook for Vocational ESLs,
   a. Structured Learning Activities (pp. 45-50)
2. A taped or live listening passage, such as a lecture or song (2-3 minutes).
3. A Language Master and sample cards.
4. Five large index cards with a task step written on each.

Resources:

1. Friedenberg, J., and Bradley, C. A Handbook for Vocational ESL. Bloomington, IL: Meridian Education Corporation, 1988.

*For permission to reproduce these, contact the publisher.

A. Structured Learning Activities 5 minutes

Refer participants to pp. 45-50 of A Handbook for Vocational ESL. Briefly review the structured activities on these four pages. Explain to participants that these as well as the activities that follow could be used by both vocational and V/ESL teachers.

B. Micro-ESL 15 minutes

Explain that micro-ESL is a structured way to use role-playing in the classroom. Ask 2 participants to volunteer to role-play a scene from an employment interview. Ask the participant who is playing the part of the applicant to play the part "wrong" and to convey that he or she in not listening. Instruct the rest of the participants to take note of all behavior that conveys that the applicant is not listening.

Next, review the 8 steps of Micro-ESL and refer participants to the handout.

C. Listening for Comprehension 15 minutes

Review the five steps on this activity:

1. Review vocabulary related to the passage
2. Review grammar related to the passage
3. Present comprehension questions
4. Play the passage
5. Review the answers to the questions

You may use a recorded passage such as a lecturette, song, news report, or conversation or a live passage (i.e., sing a song, make a speech, etc.).

D. Crossword Puzzles 5 minutes

Refer to the handout How to Make a Crossword Puzzle. Briefly review the steps. Mention the availability of commercially available computer software that makes crossword puzzles. Refer to the handout The Refrigerant Cycle as an example of a crossword puzzle that was made by a computer and based on the vocational instruction sheet used in the Collaboration Unit (Sample B, p. 35, The Handbook for Vocational ESL). If time permits, refer to the instruction sheet and demonstrate the point that this puzzle was designed by an ESL teacher who was unfamiliar with the refrigeration trade. Allow participants to answer the puzzle by using information from the instruction sheet.

E. Language Master 5 minutes

Demonstrate the two uses for the Language Master: to listen and then repeat in English or to listen in English and hear a translation. Invite one or two volunteers to try out the Language Master in front of the group.

F. Task Step Sequencing 10 minutes

Give out five index cards with a task step on each to five participants. Ask the five "volunteers" to stand, compare their cards, and put themselves in correct sequence. Have participants read their steps to the group one at a time, in correct order.

WORKSHOP CLOSING

WORKSHOP CLOSING

Total Time: 45 minutes

Objective:
1. To bring closure to the workshop
2. To evaluate the workshop

Handouts: Workshop Evaluation

Other Materials:
1. Mid-Workshop evaluations
2. Certificates of Completion
3. Certificates or gifts of appreciation
4. A large envelope (8 1/2" by 11")

A. Open Forum 20 minutes

React to participants' questions and concerns on the mid-workshop evaluation. Provide an opportunity for questions, answers, and discussions.

B. Closing Ceremony 15 minutes

Distribute certificates of completion to participants. Recognize all facilitators, coordinators, presenters and other helpers with certificates of appreciation or gifts. Initiate applause.

C. Workshop Evaluation 10 minutes

Distribute the workshop evaluation form and allow participants to fill it out in privacy. If possible, leave the room and appoint someone else to collect them and place them in an envelope.

HANDOUTS

PREPARING VOCATIONAL EDUCATORS FOR SERVING LIMITED ENGLISH PROFICIENT STUDENTS

Recommended Program Agenda

REGISTRATION AND MORNING REFRESHMENTS

Welcome and Opening Remarks

Workshop Introduction

Facilitators:

I. INTRODUCTION TO BILINGUAL VOCATIONAL EDUCATION

BVE/VESL "Eye-Opener" Quiz

Terminology

Program Models

REFRESHMENT AND NETWORKING BREAK

Filmstrip: Vocational Training for LEP's: Ten Tips for Teachers

VESL Training for LEP's

LUNCH

II. MATERIALS AND RESOURCES

Get Acquainted with Human Resources

National Resources

Local Resources

REFRESHMENT AND NETWORKING BREAK

Evaluating and Modifying Materials

First Day Wrap-up (Announcements and mid-workshop evaluation)

Adjournment

III. COLLABORATION

Get Acquainted - #2

Why Collaborate?

Steps to Collaborating

The Collaborating Conference

REFRESHMENT AND NETWORKING BREAK

Collaborating Activity

IV. ASSESSING LEP VOCATIONAL STUDENTS

Dictation

Assessing Vocational Interest and Aptitude

Assessing Language Proficiency

LUNCH

V. INNOVATIVE TEACHING TECHNIQUES FOR LEP VOCATIONAL STUDENTS

Structured Learning Activities

Micro-ESL

Listening for Comprehension

Crossword Puzzles

Language Master

Task Step Sequencing

WORKSHOP CLOSING

Open Forum

Wrap-up and Evaluations

Final Adjournment

IMPROVE VOCATIONAL PROGRAMS FOR LEP STUDENTS

OBJECTIVES

Upon successful completion of this workshop you will be able to:

1. Explain the basic terms, philosophies, issues and practices related to vocational instruction for Limited English Proficient (LEP) individuals.

2. Identify at least 3 national resources that provide free or low cost information or literature related to LEP vocational students.

3. Identify at least 3 companies that publish or distribute materials for LEP vocational students.

4. Identify at least 3 human resources who can help you teach LEP students more effectively.

5. Evaluate the appropriateness of materials for LEP vocational students using an objective checklist.

6. Modify vocational materials for LEP students in at least 3 ways.

7. Explain the importance of and steps to collaboration between ESL and vocational teachers.

8. Describe at least 3 things you can do to help assure successful collaboration with a vocational (or ESL) instructor.

9. Conduct a joint lesson planning meeting with a vocational (or ESL) instructor.

10. Identify at least 2 commercially available assessment instruments for LEP vocational students.

11. Conduct at least 2 informal English proficiency tests.

12. Conduct at least 3 new instructional activities that you can use with your LEP vocational students.

GET ACQUAINTED BINGO

After you shake hands and introduce yourself to another person, you may then ask that person to sign one of the blank spaces on your BINGO form. The idea is to get your BINGO form filled, and meet lots of people, as quickly as possible.

Taken from: Bradley, C. & Friedenberg J. Instructional Garnishes: Thirty-two Ways to Liven Your Meetings or Classroom, Miami, FL: International Dynamics.

BILINGUAL VOCATIONAL EDUCATION QUIZ*

A. Circle the most accurate answer for each item.

1. The number of (reported) people in the U.S. whose native language is other than English is _____.

   a. 1.5 million
   b. 3 million
   c. 11 million
   d. 34 million

2. Most of these people were born in _____.

   a. Asia
   b. U.S.
   c. Mexico
   d. Europe

3. Bilingual Education began here in the _____.

   a. 1500's
   b. 1800's
   c. 1960's
   d. 1970's

4. The largest flow of immigrants into the U.S. is now from _____.

   a. Southeast Asia
   b. Africa
   c. Europe
   d. Latin America

5. The biggest problem(s) Limited English Proficient (LEP) individuals face in getting and keeping employment has to do with:

   a. understanding and speaking English
   b. cultural differences
   c. discrimination
   d. all of the above

6. The percentage of high school <u>vocational</u> students who go on to postsecondary education is:

   a. less than 10%
   b. 20-40%
   c. about half
   d. about 60%

B. True or False?

_____ 1. The LEP individual is more likely to be enrolled below the expected grade level or to have dropped out of school than the national average.

_____ 2. The LEP adult is more likely to be unemployed or underemployed than the national average.

_____ 3. The U.S. Office of Civil Rights has declared that school districts must take affirmative steps to rectify the language deficiency of students who cannot speak and understand English.

_____ 4. The U.S. Supreme Court has declared that there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

_____ 5. Voc-Ed has been shown to decrease the likelihood of dropping out of high school.

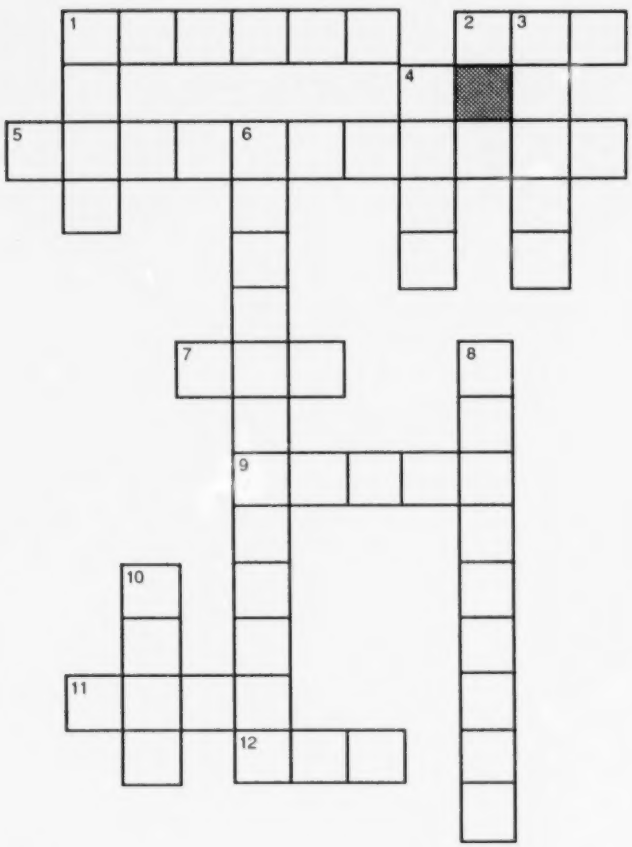
_____ 6. High school vocational student graduates who work in their areas of training earn more than graduates of general or academic high school programs.

*Based on Friedenberg, J & Bradley, C., Bilingual Voc-Ed and Questions Frequently Asked About Vocational Education. Columbus, OH: National Center for Research in Vocational Education, 1984, 1987. (Chapters 2 and 3)

BILINGUAL VOCATIONAL EDUCATION TERMINOLOGY

1. Bilingual Education
2. Transitional B.E.
3. Maintenance B.E.
4. L.E.P.
5. ESL
6. VESL
7. Voc Ed
8. Carl Perkins Act
9. ESEA
10. Prevocational
11. OBEMLA
12. OVAE
13. AVA
14. NABE
15. TESOL

Terminology Puzzle



ACROSS CLUES

1. Office in Washington, DC (bilingual)
2. Occupational Education Professional Association
5. Keeps Proficiency in L1
7. English Instruction for Non-Native English Speakers
9. National Organization of ESL Professionals
11. Provides Funds to Establish Bilingual Programs
12. May Refer to Oral or Written

DOWN

1. Office in Wahington, DC (Voc Ed)
3. Occupational Education
4. Organization for Professional Bilingual Educators
6. Uses L1 as Needed While Learning L2
8. The Use of Two Languages
10. Job-Specific Language Instruction

THE BVT MODEL

1. Recruitment methods that are appropriate for LEP individuals.

   Examples

2. Intake and assessment procedures that are both appropriate and helpful for training LEP individuals.

   Examples

3. Bilingual Vocational instruction so that students do not have to learn English before they can begin learning a trade.

   Examples

4. Vocational English as a second language (VESL) instruction that is taught by a trained ESL instructor and that focuses specifically on the vocational area(s) of the students.

   Examples

5. Counseling and support services that take the special needs of LEP individuals into account.

   Examples

6. Job development and placement that take the special needs of LEP individuals into account.

   Examples

7. Coordination of the above six elements that assures that all will be concurrently supporting one another.

   Example

Taken From: Friedenberg, J. The Condition of Vocational Education for Limited English Proficient Persons in Selected Areas of the United States. Columbus, OH: National Center for Research in Vocational Education, 1987.

VOCATIONAL TRAINING FOR LEP'S: 10 TIPS FOR TEACHERS

ASSIGNMENT SHEET

1. What does LEP mean?_____

2. Name 3 common problems of LEP students.

_____

_____

_____

3. What is ESL?_____

4. Name 10 tips that vocational educators can use with LEP students.

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)

HOW VESL DIFFERS

General ESL -

ESP (English for Special Purposes) -

Prevocational ESL -

VESL (Vocational ESL) -

Practice

The following are names of actual English lessons. Place an E next to lessons which are regular ESL, a P next to lessons which are prevocational ESL, a V next to all VESL lessons, and an S next to the ESP lessons.

1. The future tense _____
2. Machine lubricants _____
3. Tunnel design _____
4. Yes/no questions _____
5. Giving a shampoo _____
6. The binary system _____
7. Shopping in a supermarket _____
8. Reading want ads _____
9. Taking an order _____
10. The employment interview _____

Taken from: The Handbook for Vocational ESL, Bloomington, IL: Meridian Educational Corporation, 1988.

MODIFYING MATERIALS IN ENGLISH

Directions: Look at the sample modified page on page 22 of the textbook, Instructional Materials for Bilingual Vocational Education. Check off on the list below as many kinds of modifications as you can find in the sample.

_____ Key vocabulary was isolated and explained

_____ Narrative was turned into a list

_____ Telegraphic speech was eliminated or reduced

_____ Pronouns were eliminated or reduced and replaced with nouns

_____ changed order to be more logical

_____ Underlined key points

_____ Broke down long sentences into several shorter sentences

_____ Took out unnecessary details

_____ Added supplementary illustrations

_____ Added important information that was left out

_____ Added supplementary exercises

PREPARING VOCATIONAL EDUCATORS TO SERVE LEP STUDENTS

First Day Reaction Form

1. How much did you feel involved with what happened here today? Were the activities and materials helpful?

2. What would it take to make you feel more completely involved tomorrow?

3. Do you have a burning question you would like the workshop staff and participants to address?

GET ACQUAINTED BINGO #2

Directions: Each space identifies something about the participants in our workshop. seek out participants and if one of the listed items pertains to them, ask them to sign their name in the appropriate space on your Bingo Card. (Even though more than one item may be relevant to any one person, only one blank should be signed.)

Teaches ESL _____	Teacher Employability Skills _____	Visited Latin America _____	Belongs to the AVA _____
Has a Vocational Teaching Certificate _____	Is a Special Needs Administrator _____	Teachers in a Voc-Tech High School _____	Teaches Spanish Speaking Students _____
Was Not Born in the USA _____	Is a Special Needs Counselor _____	Taught School in Another Country _____	Speaks Two Languages _____
Works with Arab-American Students _____	Works with Native American Students _____	Works With LEP Students in a Community College _____	Works in Special Education _____
Does Career/Voc Assessment _____	Belongs to TESOL or NABE _____	Is a Bilingual Specialist _____	Works With at Least Three Language Groups _____

COLLABORATION: VESL

Directions: Choose four items from the list below that an ESL instructor should cover in order to support the vocational instructor's use of the Operation Sheet on p. 39 of A Handbook for Vocational ESL.

_____ 1. Vocabulary

_____ 2. Simple Present Tense

_____ 3. Imperative (Command)

_____ 4. Passive

_____ 5. Telegraphic Speech

_____ 6. Prepositional Phrases

_____ 7. Noun Compounds

_____ 8. Adjective and Noun Combinations

INITIAL COLLABORATING CONFERENCE QUESTIONNAIRE

During the initial collaborating conference between an ESL and vocational instructor, what must happen in order to break the ice, develop a sound on-going professional relationship, and obtain technical information from one to another? Please include the activities, personal behavior and questions that might be used before, during and after the conference. (Please be as specific as possible.)

1. Breaking the Ice

_____

_____

_____

_____

_____

2. Develop a Sound On-Going Professional Relationship

_____

_____

_____

_____

_____

Additional Comments/Suggestions (Please write on back)

SAMPLE PLANNING SHEET*

VOCATIONAL OBJECTIVE: The learner will: Assemble, light, adjust, extinguish and disassemble an oxyacetylene cutting torch following safe, correctly sequenced steps.

VOCATIONAL	ESL RELATED
TASK ANALYSIS 1. Put on protective clothing. 2. Visually inspect equipment for damage, cleanliness, etc. 3. Attach regulator, hoses, and cutting head to gas cylinders. 4. Check to be sure that all valves are closed. 5. Slowly open acetylene cylinder valve one quarter turn. 6. Adjust pressure to 5 PSI. 7. Slowly open oxygen valve to point where pressure stops rising, and then quickly open the valve all the way. 8. Check for leaks at all connections. (ETC.)	Structures: Imperative Adverb - verb Compounds - word and clause Prepositional phrase: for _____ to _____ at _____ Wh- Vocabulary: Clothing Welding equipment Idioms, special phrases: put on to be sure Study guide - language of the process in task
EVALUATION Trainee performance of task.	**EVALUATION** Trainee recites the 8 steps of the task.

MATERIALS AND STRATEGIES

VOCATIONAL	ESL
Materials: 1. Trainee handout listing steps to be followed. 2. Protective clothing. 3. Oxyacetylene welding units with cutting heads. 4. Filmstrip: Use of a cutting torch. Strategies: 1. Review steps with trainees to ensure understanding of terms and concepts. 2. Demonstrate steps and have some trainees follow oral instructions 3. Trainee practice. 4. Evaluation of each trainee.	Use film strip-- Verbalize on action in each frame. Questions and answers. Ask vocational instructor for pictures of: Protective clothing. Parts of cutting torch and other equipment.
EVALUATION	

*Developed by Mary M. Galvan, Austin, Texas

PLANNING SHEET

TASK: OCCUPATION:

VOCATIONAL	ESL	VOCATIONAL	ESL
TASK STEPS:	VOCABULARY:	MATERIALS:	MATERIALS:
	GRAMMATICAL STRUCTURES:	TEACHING STRATEGIES:	TEACHING STRATEGIES:
SAFETY PRECUATIONS:		EVALUATION METHOD:	EVALUATION METHODS:

TEN STEPS TO COLLABORATION

You have been given a joint planning sheet with a vocational task written in the upper left hand corner. Your job is to do the following:

_____ 1. Identify 5-8 steps for your assigned task. Make sure the steps are sequenced appropriately. (Primary Responsibility = vocational instructors)

_____ 2. Identify at least one safety precaution associated with the task. (Primary responsibility = vocational instructors)

_____ 3. Identify at least five vocabulary words or expressions to be reinforced. (Primary Responsibility = ESL instructor identifies but confirms with the vocational)

_____ 4. Identify at least two frequently used grammatical structures from the list of task steps. (Primary Responsibility = ESL instructor)

_____ 5. List at least two kinds of materials that will be used to teach the task. (Primary Responsibility = vocational instructors)

_____ 6. List at least three teaching strategies that will be used to teach the task. (Primary Responsibility = vocational instructors)

_____ 7. List at least two kinds of materials that will be used to teach the language related to the task. (Primary Responsibility = ESL instructor)

_____ 8. List at least two teaching strategies that will be used to teach the language of the task. (Primary Responsibility = ESL instructor)

_____ 9. Determine the evaluation method for insuring that students learned the vocational language. (Primary Responsibility = ESL instructor)

_____10. Determine the evaluation method for insuring that students learned to the task. (Primary Responsibility = vocational instructors)

TESTING LEP VOCATIONAL STUDENTS

Test Type	Purpose	When Administered	Who Administers	What Language(s)	Examples
1. Vocational Interest/ Aptitude	Assess students' occupational interests & abilities	As soon as student enters program	Vocational counselor	• English • Native	• Apticom • Self-Directed Search
2. English Language Proficiency	• ESL placement level • ESL diagnostic • Determines of voc. assessment is needed in the native language • Basis for measuring later growth in English • Determines whether voc. instruction is needed in the native language <u>Should not be used to exclude LEP persons from beginning vocational instruction</u>	As soon as student enters program	• ESL Teacher • Vocational Counselor • Vocational Teacher	English (instructions may be in native language)	(Listening/Speaking) • Bilingual Voc. Oral Proficiency Test • Basic English Skills Test • Informal Oral Interview (Reading/Writing) • Basic English Skills Test • The Henderson-Moriarity ESL Literacy Placement Test • Cloze • Dictation
3. Native Language Proficiency	• Determine native language literacy • Determine knowledge of technical terms in native language	As soon as student enters program	• Vocational Counselor • Bilingual Aide • Vocational Teacher	Native language	• Oral Interview • Dictation • Cloze
4. Vocational Skill Proficiency	Determine vocational placement level	As soon as student enters program	Vocational teacher (with possible help from bilingual aide or bilingual advanced student)	• English • Native Language	• Demonstration (performance checklist • Written (Multiple choice, true/false completion, essay)
5. Vocational Skill Achievement	Determine student progress	• During course if program • At end of program	Vocational teacher (with help from bilingual aide)	• English • Native Language	• Demonstration (performance checklist) • Written (multiple choice, true/false completion, essay)
6. English Language Achievement	Determine student progress	• During course of program • At end of program	ESL teacher	English	• Written (multiple choice, matching, completion) (Progress) • Same test used to determine English proficiency at beginning of program

BEST COPY AVAILABLE

TWO SIMPLE WAYS TO RATE ORAL PROFICIENCY IN ENGLISH

1. Speech is so halting and fragmentary as to make conversation virtually impossible.
2. Usually hesitant; often forced into silence by language limitations.
3. Speed and fluency are rather strongly affected by language problems.
4. Speed of speech seems to be slightly affected by language problems.
5. Speech as fluent and effortless as that of a native speaker.

Oral Interview Rating Scale

		1	2	3	4	5	
Pronunciation:	Foreign	____	____	____	____	____	Native
Grammar :	Inaccurate	____	____	____	____	____	Accurate
Vocabulary :	Inadequate	____	____	____	____	____	Adequate
Comprehension:	Incomplete	____	____	____	____	____	Complete
Fluency :	Halting	____	____	____	____	____	Smooth

THE CLOZE TECHNIQUE

The cloze technique was developed by John Bormuth and is described in the article "The CLOZE readability procedure" (Elementary English, April, 1968: 429-436). Later you will learn _____ use other, more formal _____ of determining the readability _____ printed material. However, the _____ technique will more than _____ serve as a very _____ method of estimating whether _____ can read the printed _____ you intend to use _____ the instructional process. In _____, what is presented here _____ a modification of the _____ technique which makes it _____ easier for you to _____ reasonable estimates of readibility _____ technical training.

The Modified Technique

Select a representative passage _____ the printed material you _____ to use. The passage _____ be about 250 words _____.

1. Leave the first sentence _____ the selected passage as _____.
2. Delete every fifth word _____ the remainder of the _____.
3. Place a blank line _____ the space where each _____ is deleted.
4. Have student _____ the passage and fill _____ the blanks.
5. If students _____ successfully fill in 80% _____ the blanks with appropriate _____, it is reasonable to _____ that they understand what _____ are reading.

MICRO-ESL AN ADAPTATION OF MICROCOUNSELING*

1. Micro-ESL. Micro-ESL is an adaptation of the micro-counseling format (Ivey and Authier, 1978). Microcounseling is, essentially a systematic approach to role playing. By using this approach, ESL students can practice behaving in a variety of situations where effective interpersonal behavior is essential.

There are eight steps to a micro-ESL exercise. The topic for the example below is "An Employment Interview," and the interpersonal skill to be emphasized is "being a good listener."

Step 1: Vocabulary Practice. The teacher analyzes the situation to be practiced (a job interview) and identifies the vocabulary and idioms necessary to carry out an adequate conversation. These are presented to the students.
Examples: Application, interview, employer, employee, personnel, qualifications, hired, fired, laid off, resume, references, position, opening, salary, overtime, union dues a month, an hour wage to earn, to make sick leave, to bring home after taxes.

Step 2: Grammatical Structure Practice. The teacher again analyzes the situation to be practiced and identifies the major grammatical structures necessary to comprehend and converse in a job-interview situation. For example, an employer would commonly ask questions like:

"Have you ever been a cook before?"

"Where else have you been a cook?"

"How long have you been a cook?"

The teacher then knows that the students should have a good aural comprehension of yes/no and wh-questions in the present perfect. For other examples, the employee would probably respond with:

"Yes, I have," or "No, I haven't."

"I've cooked in several restaurants" or

"I've been a cook for two years" or

"I was a cook in Cuba for two years."

Again, the teacher knows that it would be important for students to be able to orally produce the present perfect (affirmative and negative) and the simple past. Other structures the teacher may wish to review are:

Simple future (e.g., "Will I work weekends? "You will make $600 a month.")

Future progressive (e.g., "Will I be working week ends?" "You'll be bringing home about $480 a month.")

The number of structures to be covered within one lesson would depend upon how advanced the students were and on whether the grammatical structures being presented were new to them or a review.

Step 3: Culture Training. The teacher identifies the appropriate behavior in a job-interview situation. It is important not to overwhelm the students with information, since

they already have linguistic skills to worry about. Since it has been deemed important in our culture to demonstrate attending behavior during a job interview, the students are explicitly told how to show to an employer that they are listening. The teacher may find it useful to contrast any behavioral differences between the United States and the students' home cultures. The teacher may also wish to use the students' native language here, since the focus now is on culture information and not language.

Example:

Appropriate Attending Behavior

Sitting with relaxed but attentive posture
Head facing interviewer
Looking in employer's eyes occasionally
Sticking to the topic, recognizing cues to respond

Inappropriate Attending Behavior

Slouching, bending over, or sitting too rigidly
Head down, away, or toward ceiling
Never/always looking in employers eyes
Topic jumping, interrupting

Step 4: Introduction. The teacher explains to the students that they are going to practice participating in a job interview and that it is important for them to convey to the interviewer that they are listening. This introduction may be carried out in English or in the students' home

language. The teacher may wish to quickly review some of the characteristics of appropriate attending behavior.

Step 5: Training. The teacher selects volunteers to role-play an employment interview. The student playing the part of the applicant is told to play his or her role as inappropriately as possible. The class is divided into small groups. After observing the role-playing session for 3 to 5 minutes, each group is to come up with a list of everything the job applicant "did wrong." The students should be encouraged to listen for content and previously identified kinesic behavior, not grammatical perfection.

Step 6: Reinforcement. The teacher presents a brief review of the key points of listening as demonstrated and discussed in the role-playing session above (e.g., eye contact, posture and verbal following). Although use of English should be strongly encouraged, the teacher may wish to use the students' native language on occasion to make a point clear.

Step 7: Develop the Model. Another role play is held in which the job applicant performs correctly. The other students observe and note the differences between the two sessions. Although this microcounseling exercise in intended to be carried out orally, if the teacher wanted to add a reading component, a language-experience approach could be used based on the dialogue used in the second role-play session.

Step 8: Practice. Students are told to practice this exercise in pairs within their groups so that the concept of attending behavior is experientially learned. Students may practice in threesomes with the third party acting as observed/evaluator. Perhaps the third person would be someone who lacked the linguistic skills or confidence to participate orally in the beginning.

Micro-ESL can be used with an endless number of prevocational and vocational situations. Note the examples below:

Prevocational Situations

Opening a bank account

Calling a physician

Chatting with co-workers

Vocational Situations

Greeting a patron (cosmetology)

Taking an order (waitress/waiter)

Discussing a problem (mechanic)

Besides providing ESL students with the appropriate words to say in given situations, micro-ESL also teaches students about the interpersonal skills needed to survive in these situations. These skills include being a good listener, encouraging others to talk, paraphrasing someone else's thoughts, clarifying someone else's feelings, etc.

How To Make A Crossword Puzzle

Crossword puzzles are excellent teaching aids. Students enjoy reviewing vocabulary and structures (sentence patterns), or developing reading comprehension while solving puzzles. Best of all, Crossword puzzles are easy to make, so you can make them to fit the individual learning needs of your students.

MATERIALS

1/4" Graph paper	Pencil
Semi-transparent paper	Ruler
List of words to be used	Paper clips
Clues to help solve the puzzle	

PROCEDURE:

1. Start with one of the longest words in the word list and place it, one letter to a square, horizontally or vertically, near the middle of the graph paper (Figure 1).

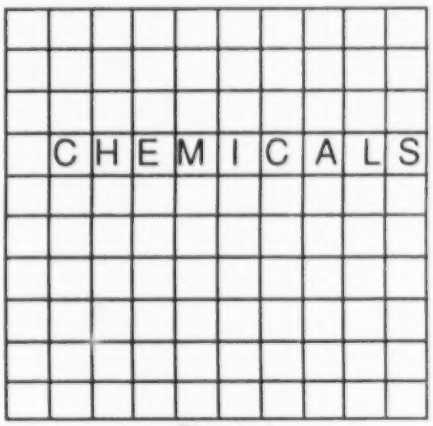


Figure 1

2. Add any other word from the list by intersecting it with the first word using a common letter (Figure 2).

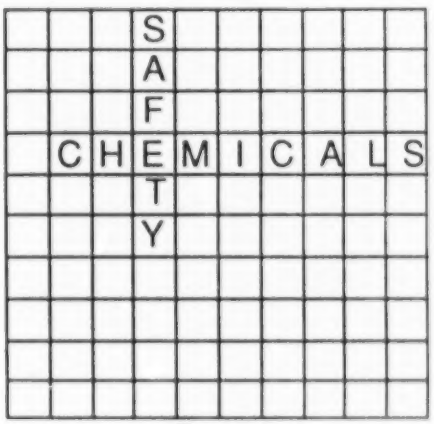


Figure 2

** Taken from Instructional Garnishes (2nd ed.) by C. Bradley and J. E. Friedenberg

3. Add other words horizontally or vertically until all words in the list have been included (Figure 3).

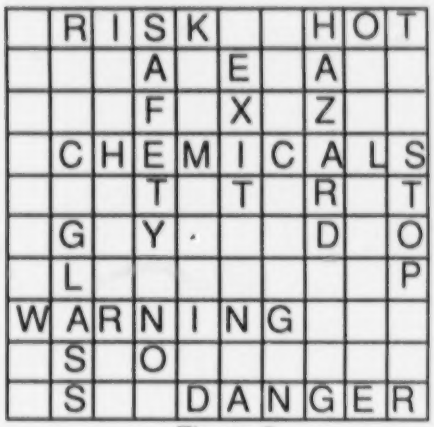


Figure 3

4. Fasten the transparent paper on top of the graph paper (using paper clips) so the words and lines on graph paper are visible through the transparent paper. Now, draw lines (using ruler and pencil) above, below, and between each letter (Figure 4).

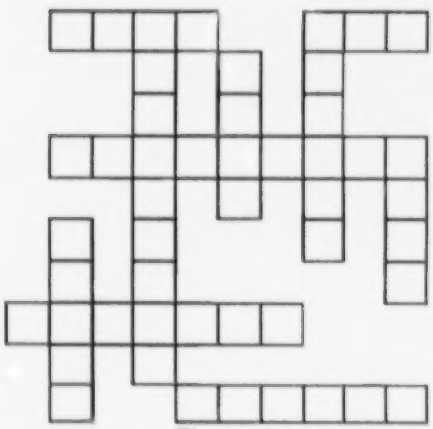


Figure 4

5. Place a number at the beginning of each word, both horizontally and vertically, starting with the first square at the top left (Figure 5)

WORD LIST

ACROSS
1. Riesgo
2. Caliente
5. Productos Quimicos
8. Precaución
10. Peligro

DOWN
2. Seguridad
3. Peligros
4. Salida
6. para
7. Vidrio
9. No

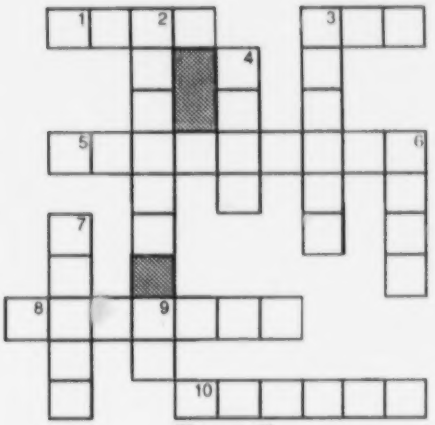


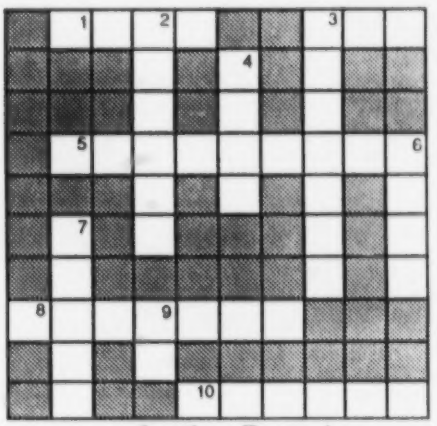
Figure 5

6. Place clues at the bottom or side of the page and number them to correspond with the appropriate words in the puzzle (Figure 5).

WORD LIST

ACROSS
1. Riesgo
2. Caliente
5. Productos Quimicos
8. Precaución
10. Peligro

DOWN
2. Seguridad
3. Peligros
4. Salida
6. para
7. Vidrio
9. No



Another Example

7. Make copies of the puzzle (Figure 5) and share with your students.

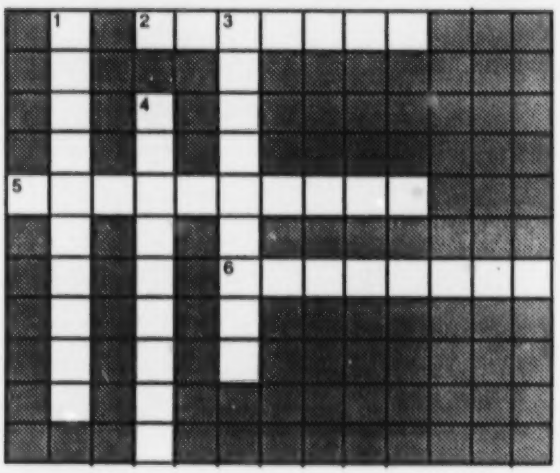
The Refrigerant Cycle

Y S M W Z X W V D U D Y L G H R D
P U M P Z C W I L Z Z X D Y G P G
B C L J O R A N J O Q J X M N W T
K T Y R O L T S O V A N S L J J K
W I A T G O V D O D I N M L Q M C
C O M P R E S S O R R D C I E U V
O N A L B V D H L N F D R A I R I
N Q D I G A S K G C V D E H F X Q
D P W J V P S T R A I N E R M M B
E R A C D O F C V P R E S S U R E
N S H M I R E F R I G E R A N T U
S U F V K A Y O Z L I Q U I D D L
E D C G E T K S R L K A A V R J O
R B Q I J O R Q D A B M T V D R H
R Y M T Q R H O N R K R G I R K O
F J E W M H B C W Y O F N T L W O

Can you find these words?

REFRIGERANT
CAPILLARY
STRAINER
PUMP
EVAPORATOR
CONDENSER
SUCTION
GAS
COMPRESSOR
PRESSURE
LIQUID

The Refrigerant Cycle



ACROSS:
2. line that connects evaporator to compressor
5. acts as a pump for the refrigerant
6. catches dirt in the capillary tube

DOWN:
1. where heat is removed from food & transferred to refrigerant
3. cools the hot gas and converts it to a liquid
4. tube that reduces pressure of the refrigerant

FINAL WORKSHOP EVALUATION

Part I Identify the extent to which the workshop satisfied its ten objectives.

The Question	Your Answer		
Can You ...?	Yes	No	Not Certain
1. Explain the basic terms, issues, and practices related to vocational instruction for LEP students?			
2. Identify at least 3 national sources that provide free or low cost information or literature related to LEP vocational students?			
3. Identify at least 3 companies that publish or distribute materials for LEP vocational students?			
4. Identify at least 3 human resources (people) who can help you teach LEP students more effectively?			
5. Evaluate the appropriateness of materials for LEP vocational students using an objective checklist?			
6. Modify vocational materials for LEP students in at least 3 ways?			
7. Explain the importance of and steps to collaboration between ESL and vocational teachers?			
8. Describe at least 3 things you can do to help assure successful collaboration with a vocational (or ESL) instructor?			
9. Conduct a joint lesson planning meeting with a vocational (or ESL) instructor?			
10. Identify at least 2 commercially available assessment instruments for LEP vocational students?			
11. Conduct at least 2 informal English proficiency tests?			
12. Conduct at least 3 new instructional activities that you can use with LEP students?			

Part II

Please respond to the statements below by checking the appropriate column:

	Yes	No	Not Certain
1. This workshop met my expectations			
2. It will have value for me in the classroom, laboratory or shop			
3. The arrangements (preliminary information, physical facilities, etc.) were satisfactory			
4. The program had adequate, clearly identifiable goals and objectives			
5. The workshop staff was adequate for meeting the program's objectives			
6. The workshop materials (textbooks, handouts, etc.) were adequate and helpful			
7. The program provided sufficient variety to maintain my interest			
8. I would recommend this workshop to a colleague			

9. What did you find most helpful in this workshop?

10. If this workshop were offered again, what changes would you suggest?

(Please feel free to write any additional comments on the back of the page.)

SELECTED RESOURCES

SELECTED RESOURCES

Berry, Dale, and Feldman, Mona. Overcoming Obstacles to Full Participation of Trainees in Bilingual Vocational Training Programs. Washington, DC: Miranda, Associates, 1983.

Bradley, Curtis, and Friedenberg, Joan. Safety Comes in All Languages. Macomb: Curriculum Publications Clearinghouse, Western Illinois University, 1984.

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